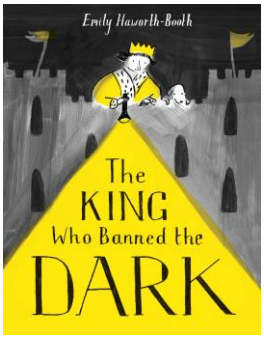
The KING Who Banned the DARK



The King Who Banned the Dark

by Emily Haworth-Booth

Resource Pack for Book Groups & Key Stage 1 Teachers

The King Who Banned the Dark is a thought-provoking and illuminating tale of power, rebellion, darkness and light. It tells the story of a little Prince who was afraid of the dark and decided that when he became King, he would ban it.

When the King bans the dark completely, installing an artificial sun, and enforcing "anti-dark" laws, it seems like a good idea. The citizens don't need to worry about any of the scary things that might live in the dark.

But what happens when nobody can sleep, and the citizens revolt? Will the King face his fears and turn the lights off?

Questions for Guided Reading or Whole Class Discussion

- Why was the King scared of the dark?
- Have you ever been scared of the dark?
- What were you scared of when you were little?
- What does 'banned' mean?
- If you were a king or queen, what rule would you make?
- Do you think the people thought he was a good king? Why or why not?

Activities & National Curriculum links

Science
During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- using their observations and ideas to suggest answers to questions

Pupils should be taught to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

1. Name and discuss the four seasons. What season are we in now? How can you tell? What will come next? Go outside and look at the natural environment to spot signs of which season it is. Discuss the days getting longer and shorter in different seasons and why this happens.
2. Show the children a selection of equipment to make a circuit: wires, bulbs, batteries of different sizes, battery holders, switches. What questions would you like to ask about this equipment? How could we find the answers? Children should make circuits to light the bulb, and make observations about what they find out.

History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Pupils should be taught about:

- changes within living memory
- events beyond living memory that are significant nationally

1. Have you ever seen fireworks? When do we have fireworks in the UK? Do you know why? Read the story of Guy Fawkes and learn about why we celebrate on November 5th. How did Guy Fawkes respond when he didn't like what his King was doing? How is that different to the people in the story? Which way do you think was better? Why?

Art

Pupils should be taught to:

- use a range of materials creatively to design and make products
- use drawing and painting to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space

1. Look at pictures of fireworks and watch videos. Look at the pictures of fireworks in the story. Discuss the colours, shapes and patterns that you see. Talk about different types of fireworks and the patterns that they make e.g.

Catherine Wheels, rockets, sparklers etc. Why do we have fireworks at night? Children should select dark coloured paper e.g. black or blue to represent the night sky. Use different media e.g. pencils, pens, pastels, paint or chalk to make a firework picture.

English

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

learn how to use:

- expanded noun phrases to describe and specify (for example 'the blue butterfly')

1. Link to Art activity above. After watching videos of fireworks, talk about the noises that they make and make a class list. Children should select words from the list to make their own sound poem, and write it in the shape of a firework to accompany their picture.

DT

Design

Pupils should be taught to:

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups

Make

- select from and use a range of tools and equipment to perform practical tasks
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

1. Use tissue paper to investigate what happens to colours when you overlap small pieces – try the same colour overlapped – is overlapping one layer the

same as overlapping several layers? What happens to the colour of the tissue? Now try tonal colours or complementary colours – which effect do you like best?

2. Look at different images of lanterns - do any of these stand out? Which ones do you like best? Why? Do any of these match the types of colour you made with the tissue?
3. Select the colours you like and start to glue pieces onto either clear acetate or tracing paper. Think about the shape of the pieces/strips you want. (Show children that tissue paper tears into strips better one way across the bigger sheet.) How many layers will you overlap? Stick your acetate onto 2 card strips top and bottom and staple with an overlap so that you make a cylinder. Add a string across the top to attach to a rod. You could also make some tassels with wool bundles or add some crepe paper streamers to the bottom. Evaluate what you have made – do you like the final result? Which colours worked well? Did you make darker and lighter shades? How did you achieve that effect? Would you change anything about your work if you did it again?

Maths

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

1. Look at the houses on pages 19–20. How many windows are there in each house? How many windows altogether? Count the windows in threes to find the total, and write a multiplication number sentence to show what you have found out. What if there were only 2 windows in each house? Could you make a tall house with 5 or 10 windows? Children should draw their own houses with 2, 3, 5 or 10 windows on each one, and write multiplications to show how many windows they have altogether. Can you turn your multiplication into a division?

Notes prepared by Nicola Bragger BEd (Hons) & Laura Keatley BSc (Hons) PGCE